

Review Session #2

Period 2: 1648-1815

Theme 2: Poverty & Prosperity

Short Answer Questions

4 major time periods

1. 1450-1648

2. 1648 - 1815

3. 1815 - 1914

4. 1914 - present

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Key Concept 2.1. Different models of political sovereignty affected the relationship among states and between states and individuals.

Key Concept 2.2. The expansion of European commerce accelerated the growth of a worldwide economic network.

Key Concept 2.3. The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

Key Concept 2.4. The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

What was happening between 1648 - 1815?

Political	Social	Economic

5 major themes of European History

These transcend time periods

1. Interaction of Europe and the World
2. Poverty and Prosperity
3. Objective Knowledge and Subjective Visions
4. States and Other Institutions of Power
5. Individuals and Society

Theme 2: Poverty and Prosperity (PP)

In the centuries after 1450, Europe first entered and then gradually came to dominate a global commercial network. Building off the voyages of exploration and colonization, the commercial revolution of the 17th and 18th centuries involved a wide range of new financial and economic practices — such as joint-stock companies, widely capitalized banks, and triangular trade — all of which supported an emerging money economy. New commercial techniques and goods provided Europeans with an improved diet and standard of living. Wealth from commerce supported, in turn, the growth of industrial capitalism in subsequent centuries.

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Commercial wealth helped transform a preindustrial economy based on guild production, cottage industry, and subsistence agriculture into one driven by market operations. While market mechanisms generated wealth and social position for some, they also destabilized traditional patterns of economic activity, such as when the wages of urban artisans and workers declined in the 16th century because of the price revolution. Still, commercial wealth generated resources for centralizing states, many of which, prior to the French Revolution, justified government management of trade, manufacturing, finance, and taxation through the theory of mercantilism. Mercantilism assumed that existing sources of wealth could not be expanded; accordingly, the only way to increase one's economic power over others was to gain a greater share of the existing sources of wealth. As a result, mercantilism promoted commercial competition and warfare overseas.

Market demands generated the increasingly mechanized production of goods through the technology of the Industrial Revolution. Large-scale production required capital investment, which led to the development of capitalism, justified by Adam Smith through the concept of the "invisible hand of the marketplace." The growth of large-scale agriculture and factories changed social and economic relations. Peasants left the countryside to work in the new factories, giving up lives as tenants on landlords' estates for wage labor. Improved climate and diet supported a gradual population increase in the 18th century, and then came a seeming breakthrough of the Malthusian trap (the belief that population could not expand beyond the level of subsistence) with a population explosion in the industrial 19th century. Industrialization generated unprecedented levels of material prosperity for some Europeans, particularly during the second industrial revolution (1850–1914), when an outburst of new technologies ushered Europe into modern mass society.

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Prosperity was never equally distributed, either geographically or by social class, and despite the wonders of the railroad and airplane, poverty never disappeared. Capitalism produced its own forms of poverty and social subjection. It created financial markets that periodically crashed, putting people dependent on wages out of work and wiping out investors' capital. Its trading system shifted production from expensive to inexpensive regions, reducing or holding down the wages of workers. By the 19th century, conditions of economic inequality and the resultant social and political instability across Europe raised questions about the role evolving nation-states could or should play in the economic lives of their subjects and citizens. Socialism argued for state ownership of property and economic planning to promote equality, and later, Marxism developed a systematic economic and historical theory that inspired working-class movements and revolutions to overthrow the capitalist system.

The devastating impact of two world wars and the Great Depression transformed pre-1914 economic patterns and complicated the task of governments in managing the unstable economic situation. Soviet Russia and its post-World War II satellites represented one path, while nations in Western and Central Europe modified laissez-faire capitalism with Keynesian budget and tax policies and an expanding welfare state. Consumerism, always an important factor in economic growth, took on even more importance in the second half of the 20th century, although not without criticism. Perhaps the most significant change since World War II has been the movement toward European economic unity and a common currency. Although policies of unity have supported Europe's postwar economic miracle, they have also encountered challenges of a stagnating population, financial crises, and growing social welfare commitments.

OVERARCHING QUESTIONS:

Poverty and Prosperity

- ▶ How has capitalism developed as an economic system? (PP-1, 2, 3, 4, and 5)
 - ▶ How has the organization of society changed as a result of or in response to the development and spread of capitalism? (PP-6, 7, and 8)
 - ▶ What were the causes and consequences of economic and social inequality? (PP-9, 10, 11, and 12)
 - ▶ How did individuals, groups, and the state respond to economic and social inequality? (PP-13, 14, 15, and 16)
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The short answer question: 4 questions, 50 min.

Each question is worth three points and will be broken into two or three parts. Be aware of the point value of each section.

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1.

Historians have sometimes referred to the period from the mid-17th century to the late-18th century as the Age of Reason.

a) Provide TWO specific pieces of evidence that support this characterization of the period and explain how they support it.

b) Provide ONE specific piece of evidence that undermines this characterization of the period and explain how it undermines it.

Examples of responses to Part A that would earn credit:

Various advances in scientific knowledge (e.g., heliocentric theory, advances in anatomy and physiology, codification of mechanics) could be used to support the characterization of the period as the “Age of Reason.”

The characterization can be supported by the growth in the use of empirical methods based on observation and reasoning, rather than adherence to authority.

The characterization can be supported by the frequent challenges to religious and classical texts as sources of knowledge about the physical world.

The characterization can be supported by the attempts of scientists and philosophers of the period to discern predictable patterns in nature and derive scientific laws and principles from them.

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Examples of responses to Part A that would earn credit:

The characterization can be supported by the application by scientists of mathematical models to scientific descriptions.

The characterization can be supported by the development of a mechanistic worldview in the period.

The characterization can be supported by the application by scientists and theoreticians of insights from the natural sciences to the social sciences.

The characterization can be supported by the encouragement of scientific research by governments and learned societies.

Examples of responses to Part B that would earn credit:

The characterization of the period as the “Age of Reason” can be undermined by the continued belief in supernatural intervention in everyday life (e.g., witchcraft).

The characterization can be undermined by the persistence of folk beliefs and prescientific cosmologies.

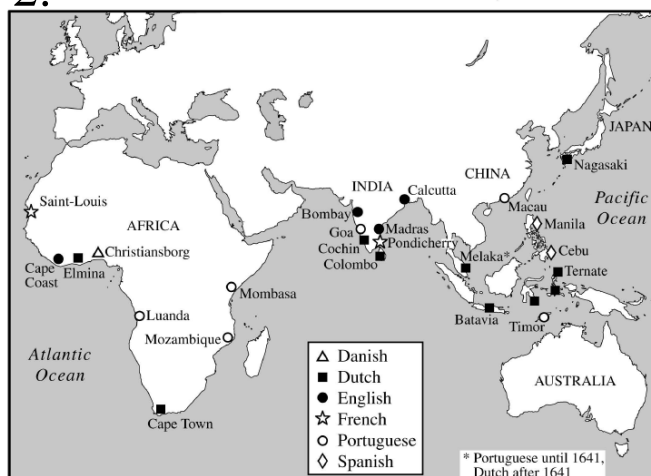
The characterization can be undermined by the fact that a relatively small, unrepresentative section of the population was strongly affected by the Scientific Revolution and Enlightenment; the Age of Reason was mostly an elite phenomenon.

The characterization can be undermined by the persistence of an interest in magic, astrology, and the occult, even among members of the elite (e.g., Newton’s interest in alchemy).

The characterization can be undermined by the excesses committed in the name of reason and enlightenment (e.g., the Reign of Terror).

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2. EUROPEAN TRADING POSTS IN AFRICA AND ASIA, ABOUT 1700



Scoring Guide

0-3 points

- ONE point for connecting the trade expansion indicated by the map to a broader economic development/effect in the seventeenth and eighteenth centuries.
- ONE point for connecting the trade expansion indicated by the map to a DIFFERENT (from above) broader economic development/effect in the seventeenth and eighteenth centuries.
- ONE point for connecting the trade expansion indicated by the map to a political development in the seventeenth and eighteenth century with some specificity.

- Briefly explain TWO effects on European economies during the seventeenth and eighteenth centuries of the trade networks shown on the map.
- Briefly explain ONE effect on European politics during the seventeenth and eighteenth centuries of the trade networks shown on the map.

Examples of responses to Part A that would earn credit:

The trade networks shown on the map contributed to general European economic growth and increase in wealth in the period.

The trade connections with Africa and Asia formed part of world-wide, long-distance trade network increasingly dominated by Europeans in the period.

The trade networks led to the creation of new commercial and financial institutions (e.g., joint stock companies, limited liability corporations, quasi-government trade companies).

European participation in the trade networks both fostered and was fostered by the development of mercantilist doctrines regarding trade and economic policy.

As a result of the trade networks shown on the map, the Atlantic economies of Europe began to surpass Mediterranean economies.

The establishment of an extensive Dutch trading network boosted the growth of the Dutch economy and led to the Dutch "golden age."

European participation in the trade networks led to broader availability of various luxury consumer goods in Europe (e.g., spices, tea, coffee, silk, porcelain, gems).

European participation in the trade networks led to the beginnings of a consumer society.

European participation in the trade networks shown was linked to their domination of the transatlantic slave trade.

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Examples of responses to Part B that would earn credit:

The trade networks shown on the map increased military power and influence of the Atlantic seaboard countries relative to other European countries.

Competition for lucrative trading posts contributed to increased rivalries and tensions among European powers seeking overseas trade outposts (e.g., Seven Years' War).

The creation of trading posts led to an increased involvement in the internal affairs of areas outside Europe (particularly South Asia towards the end of the 1700s).

Scoring Guide

0–3 points

- ONE point for connecting the trade expansion indicated by the map to a broader economic development/effect in the seventeenth and eighteenth centuries.
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3. Source 1

“The First World War was a tragic and unnecessary conflict. Unnecessary because the train of events that led to its outbreak might have been broken at any point during the five weeks of crisis that preceded the first clash of arms, had prudence or common goodwill found a voice; tragic because the [war] ended the lives of ten million human beings, tortured the emotional lives of millions more, destroyed the benevolent and optimistic culture of the European continent and left . . . a legacy of political rancor and racial hatred. . . . The Second World War . . . was the direct outcome of the First.”

Source 2

John Keegan, *The First World War*, 1998

“The First World War solved some problems and created others; in doing so it was little different from any other war. . . . [Since the late 1920s] one interpretation of the war [as unnecessary and tragic] has increasingly dominated over all others. This has created a barrier between our understanding of the war and that of those who fought in it. . . . Many of the ideologies which had given the war meaning became loaded with later connotations. . . . But there is no inevitability linking the Treaty of Versailles . . . to the outbreak of the Second World War. The First World War broke empires, triggered the Russian Revolution, forced a reluctant United States on to the world stage, and revived liberalism. . . . It was emphatically not a war without meaning or purpose.”

Hew Strachan, *The First World War*, 2003

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- a) Explain ONE major difference between Keegan's and Strachan's interpretations of the role of the First World War in European history.
- b) Provide ONE piece of evidence from the period between the First and the Second World Wars that supports Keegan's interpretation (Source 1) and explain HOW it supports the interpretation.
- c) Provide ONE piece of evidence from the period between the First and the Second World Wars that supports Strachan's interpretation (Source 2) and explain HOW it supports the interpretation.

Scoring Notes

Examples of responses to Part A that would earn credit:

Keegan describes the war as tragic and unnecessary with entirely negative effects; Strachan sees it as having meaning and purpose and some positive effects.

Keegan sees the Second World War as an inevitable outcome of the first; Strachan asserts that the results of the First World War did not guarantee the occurrence of the second.

Keegan interprets the meaning of the war entirely with respect to its aftereffects, largely from a present-day perspective; Strachan suggests that the meaning of the war for its participants was different than what developed later and that war-time perspectives on the war's meaning should be considered.

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Examples of responses to Part B that would earn credit:

Keegan's argument that the war was tragic could be supported by describing some aspect of the physical, demographic, psychological, or economic damage resulting from the war.

Keegan's argument that the war was tragic could be supported by the brutality of the totalitarian regions (Nazi German, Fascist Italy, Soviet Russia) that developed partly as a result of the war.

Keegan's assertion that the war destroyed "the benevolent and optimistic culture" of Europe could be supported by a discussion of postwar trends in European art and literature (e.g., the "trench poets," war novels, absurdist art, expressionism).

Keegan's assertion of the inevitable connection between the two world wars could be supported by discussing Fascist and Nazi exploitation of the disaffection created by the First World War.

Examples of responses to Part C that would earn credit:

Strachan's assertion about the effect of the war on the United States' role in world affairs could be supported by a discussion of the general Wilsonian program or specific aspects of United States foreign policy, such as the Fourteen Points, the Dawes Plan, or the Washington Naval Conference.

Strachan's assertion that the First World War "revivified liberalism" could be supported by a discussion of postwar attempts to create an international liberal order based on national self-determination and economic liberty (e.g., the creation of ethnically based states in Eastern Europe, the League of Nations, disarmament talks, lowering of trade barriers, loan guarantees).

Strachan's assertion concerning the importance of the fact that the war "broke empires" could be supported by discussions of the positive and negative effects of the collapse of the Russian, Ottoman, Austro-Hungarian and German Empires (e.g., the war effectively ended monarchy and empire as viable forms of government in Europe).

Homework: Review 1648-1815 period with themes